Data Reporting Guidelines

No later than 60 days after receipt of funds, the Grantee shall submit their completed Data Work Plan to the Office of Public School Construction (OPSC). Grantees will meet with the OPSC Research Data Specialist to collaboratively develop and establish a working plan for data collection and reporting on program outcomes specific to the Grantee's workplan and overall program goals. As reflected in the program's theory of change and learning agenda, the intent of the data plan is to encourage iterative learning with insights that may be shared across all Grantees to encourage best practices. It is anticipated that the outcomes shared may lead to annual adjustments to the work plan to incorporate refinements necessary due to lessons learned. Specific report format shall include the project work plan narrative related to progress, as well as an aggregate report on outcome metrics determined by the Grantee and the Research Data Specialist. As appropriate or requested (by OPSC), collaboratives may share data through aggregated reports or student-level datasets.

The Grantee and the Research Data Specialist will have regular check in meetings throughout the terms of the grant to refine approach, share information, and to develop specific case studies. The working plan shall be finalized no later than 90 days after receipt of funds and will be included as an Appendix to the Grant Agreement.

All collaboratives will be required to submit bi-yearly data reports that include:

1) Specified data elements on pathway participation
2) Customized data elements tailored to the specific strategies of the collaborative (subject to approval by OPSC).

Specified data elements and Customized data elements are both equally as important in developing the collaborative's data plan, and both will be included in the collaborative's aggregate report template. Baseline data will be required by the end of October 2022, with bi-yearly reports thereafter.

Specified Data Metrics

Utilizing reporting templates provided by OPSC, each specified data metric should be reported in aggregate across all required partners with breakdowns for each individual collaborative partner. Collaboratives must report on each of the pathways proposed in the grant application. Data on enrollment, retention, and completion should be based on pathway cohorts. Additionally, each element should be disaggregated by student ethnicity and socio-economic status.

- Pathway enrollment
- Pathway retention and persistence
- Participation in work-based learning (WBL) opportunities and internships
- Pathway completion rates
- Average time to pathway completion

Customized Data Metrics

Working with the Research and Data Specialist, each collaborative will define and establish metrics customized to their needs and goals. These customized metrics should track specific pathway development goals, as well as include metrics listed on the collaborative work plan (e.g., a proposed outcome of 5% increase in college admission for pathway students will need to include college application and admission data measures). While there are customized metrics that are mandatory for all collaboratives, each region will have flexibility in metric definition. For example, all collaboratives will need to report on student grades in pathway courses, but the course list will be unique to each collaborative and pathway. Once the customized metrics are defined, the Research and Data Specialist will create customized reporting templates for each collaborative to provide aggregate data for bi-yearly reports. These mandatory customized elements are:

- Pathway course pass rates and grades
- College enrollment, retention, and completion rates for pathway students
- Post-pathway completion job placement
- Recovery with Equity (RWE) related activity progress

Additionally, each of the chosen RWE recommendations will have required metrics, but the collaborative can identify additional measurable, quantitative data elements for regularly monitoring progress toward the collaborative's stated RWE goals. See the below table for a list of required metrics and example additional metrics per RWE goal. If RWE strategies are implemented for larger subgroups (not only pathway students), a demographic breakdown for pathway vs. non-pathway students will need to be included. As appropriate or requested (by OPSC), collaboratives may additionally provide student-level data, survey results, and / or narrative descriptions of progress toward RWE goals.

RWE Goal	Required metrics	Example Additional Metrics
Improve faculty, staff, and administrator diversity	• Employee type – by Race / Ethnicity • Employee rank – by Race / Ethnicity • Number of tenured / tenure track faculty – by Race / Ethnicity • Number of courses taught by adjunct faculty by department – by Race / Ethnicity	• Investments in equal opportunity hiring and employment practices • Departures by dept, employee type, and rank
Cultivate inclusive, engaging, and equity-oriented learning environments	• Grade distribution disaggregated by student ethnicity before and after course redesign • Campus climate survey results	• Student course evaluations (including questions about if the course is aligned with principles of diversity, equity, and inclusion) • Results from student focus groups
Retain students through inclusive supports	• Campus climate survey results - sense of belonging • Participation in student supports • Impacts on retention.	• Participation in student support programs • Campus Climate survey questions on student experiences with discrimination and harassment, perceptions of how institution promotes diversity across race, gender, sexual orientation, ability, socio-economic status
Provide high-tech, high-touch advising	• Number of student utilizing advising tools • Percent of students with a registered CaliforniaColleges.edu account • Average number of meetings / workshops per student	• Number of 12th graders that have completed CaliforniaColleges.edu financial aid module (12th grade lesson one) • Number of students participating in advising meetings • Number of students completing a career assessment • Student / Parent surveys on helpfulness of advising tools and chatbots.
Support college preparation and early credit opportunities	• Number of students completing A-G requirements (with area completion rates) • Number of students participating in dual enrollment / AP courses. • Number of dual enrollment / AP courses taught in pathway • Average dual enrollment / AP pass rates. • Average number of transferrable units earned	• Number of early credit instructors meeting minimum qualifications • Number of DE students who enroll at 2-year and/or 4-year colleges
Subsidize internet access for eligible students	• Number of students participating in internet subsidy program.	
Improve college affordability	• Number of students completing FAFSA / CADAA applications • Number of students participating in FA programs	• Number of students participating in paid internships / Work Based Learning opportunities.

Additional Requirements: Cradle to Career Data System and CaliforniaColleges.edu participation

The Cradle to Career system will be a suite of user-friendly resources focused on early learning through K-12 and higher education, as well as on the financial aid and social services that help students reach their goals. The data system will include dashboards, query tools, and analytic data sets for researchers, policy makers, educators, and community members to inform research, advocacy, and policy analysis.

CaliforniaColleges.edu is the state's official college and career planning and application platform for 6th-12th grade students. It provides an infrastructure for unified and verified reporting from K12 districts that are receiving funds as part of the regional workforce collaboratives.CaliforniaColleges.edu is managed by the California College Guidance Initiative (CCGI) which also provides training, capacity building, and user support to districts as they integrate CaliforniaColleges.edu into their work with students. For most collaboratives, K-12 partners will be in various stages of implementation of CCGI.

Collaboratives will be expected to meet and report on the following milestones:

- By October 31, 2022: All K-12 partners establish intent to partner with CCGI
- By February 15, 2023: All K-12 partners attend a CCGI "launch" meeting
- By March 15, 2023: All K-12 partners in contract with CCGI
- By July 1, 2023: All K-12 partners have uploaded first data files and completed initial alignment process

Progress on Cradle to Career Data System and CaliforniaColleges.edu participation can be included in the quarterly narrative reports. Baseline data on CCGI participation for each collaborative will be provided to OPSC by CCGI, and individual districts will not need to directly submit data reports on these metrics.

While only the collaborative's K-12 agencies will be required to onboard and participate in in CCGI, we encourage all education partners to utilize CCGI's reports and tools. All districts are strongly encouraged to take full advantage of CCGI's Technical Assistance, User Support, and Virtual Training services to support holistic use of CaliforniaColleges.edu. As part of that support, CCGI is available to collaborate with districts on developing viable implementation plans. Collaboratives are encouraged to use additional CCGI tools and utilize these metrics in their customized data plans, including Financial Aid module completion, college applications rates (using CaliforniaColleges.edu to apply in CCCApply, Cal State Apply, UC Application), and career assessment participation.